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**HOW WILL TRAINING LOOK LIKE AFTER MCO?**

**HRDF INDUSTRY TRAINING INTELLIGENCE REPORT**



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# INTRODUCTION

These past few weeks have been tough for all of us, especially when we have difficulty forecasting an end to the Coronavirus Disease 2019 (COVID-19). Many of us wish that we have a reset button that can make all of this disappear. However, this difficult reality is here to stay with us for the foreseeable future.

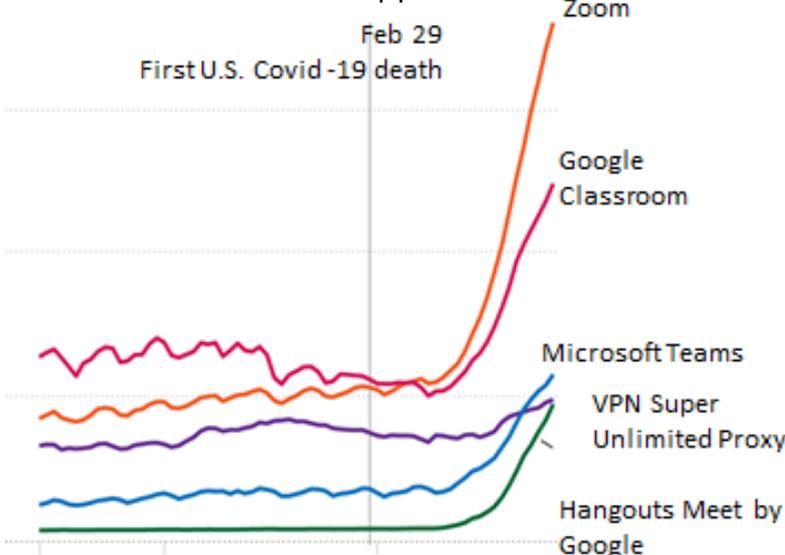
During this period, most of our daily routine such as work, play and socialising have been changing and there seems to be a move towards online platforms. This also includes on how we learn and develop. The COVID-19 pandemic has pushed schools, higher education institutions (HEIs) and training providers to deliver lessons online to ensure that effective learning continues.

Thus, we have to start thinking of the new norm upon lifting of the Movement Control Order (MCO). Will utilisation of online platforms continue or will classroom learning make a come back?

As much as we like the life we were used to, there will be a new reality in the way we learn and develop. This 'Post-COVID-19 Reality' will compel us to change, adapt and survive to the new normal. As HRDF being a custodian of learning and skill development, we would like to share with you some preliminary ideas and thoughts on the new norm from a human capital perspective.

## WITH THE RISE OF NEW TECHNOLOGY, WE ARE SEEKING NEW WAYS TO DELIVER

Daily Application Sessions For Popular Remote Work Applications



Source: <https://www.nytimes.com/2020/04/09/learning/how-has-the-coronavirus-changed-how-you-use-the-internet.html>

The COVID-19 crisis has caused many of our activities reliant on services that allow us to work and learn from home. Based on current U.S. statistics, most meetings are being conducted via Zoom, Google Hangouts and Microsoft Teams, while school assignments are being handed out on Google Classroom. This situation has proven that online platforms can be an efficient method of delivering information which was previously thought impossibly difficult. So the question is, will online platforms replace classroom learning? And what skills and knowledge can be passed on via online platforms as the best way to educate the future generations?

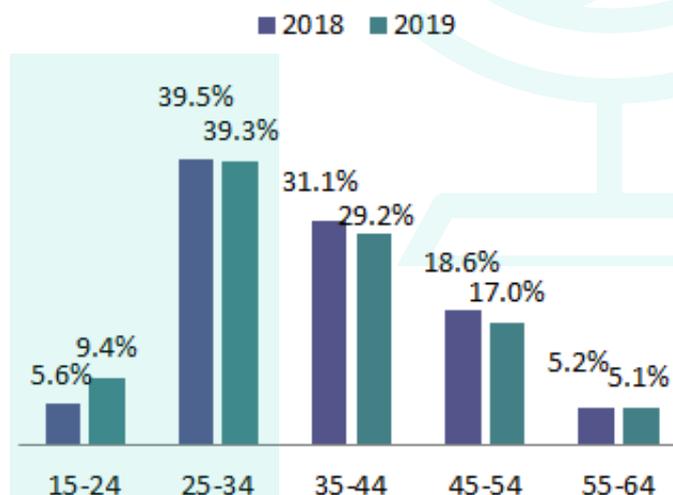
## How Generation Z is Shaping the Change in Education

Many students and trainees that take easily to learning today consists of Generation Z, a generation that has grown up in a truly globalised world. A study done by Barnes and Noble College shows that Generation Z are not interested in simply showing up for classes, sitting through the lectures and taking notes to memorise for an exam later on.

Data from HRDF also shows that training participation is higher among workers aged 34 and below (considered as Generation Z) compared to other matured-aged groups.

As such, it is timely for HRDF to do things differently and with greater flexibility to educate future generations.

### % of Trainees Being Trained by Working Age Group



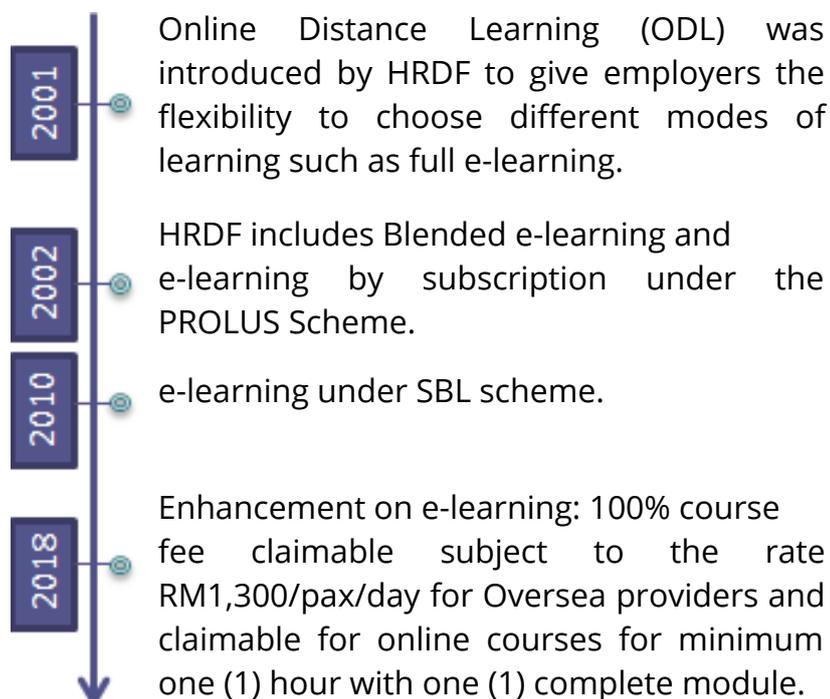
\*Based on Children and Young Persons (Employment) Act 1996, Malaysian workers are eligible for full-time employment at the age 14, but with certain protective regulations.

## PROVIDING ONLINE TRAINING & LEARNING IS NOT NEW FOR HRDF

*“The Fourth Industrial Revolution (IR4.0) brings technology into our daily lives, making education accessible anytime, anywhere”.*

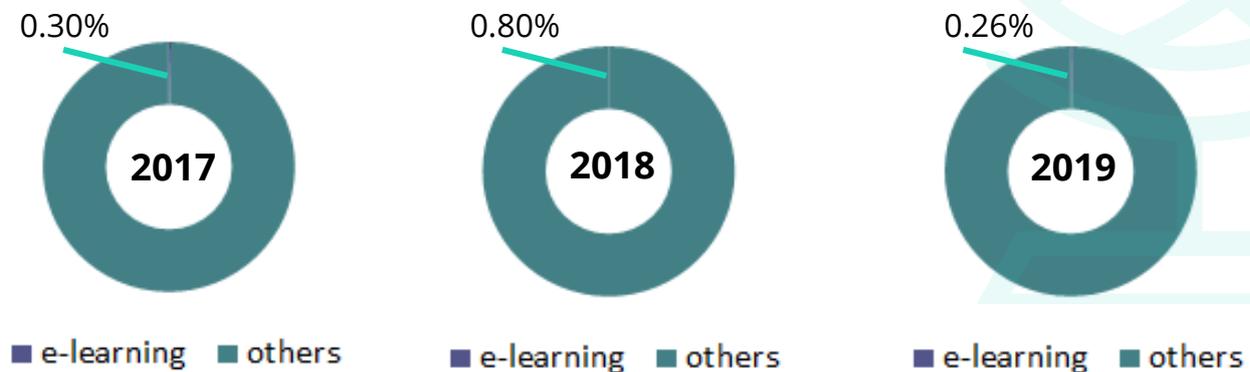
As we value the importance of Information and Communication Technology (ICT) as A strategic driver to support the economy, HRDF has started to provide financial assistance for e-learning since 2001. The scope of this initiative was further expanded in 2002 by including Blended e-learning and e-learning by subscription. The latest enhancement to this initiative has been in place since 2018.

The development of online learning by HRDF are as follows:



## Less Encouraging Trend of Learning using Technology among HRDF Employers

Even though HRDF has been encouraging online learning for two decades, HRDF internal data has shown a lower preference for online learning. The adoption rate of e-learning and mobile learning constituted less than 0.30% of the overall training places approved.



Developing an effective e-learning environment requires continuous and collaborative effort from various stakeholders, ranging from HRDF registered employers, the training providers, trainees and HRDF itself. Thus, it is important for us to understand the problems and challenges faced by different stakeholders in overcoming any difficulties in implementing e-learning in the field of training and learning.

From past HRDF's experiences in managing training, success factors below should be part of our considerations in order to ensure effective delivery of e-learning:

### Concept of e-learning practice

- Trainees' characteristics
- Trainers' support
- Technology support and system
- Course content and knowledge management
- Motivation
- e-learning policy and governance structure
- Information on technology skills

## SWITCHING TO ONLINE LEARNING

### Types of Online Learning

Based on a study conducted by University Teknologi MARA, e-learning intervention can be divided into six categories depending on the technologies used for learning activities. This includes offline computer-based e-learning, online and local area network based e-learning, psychomotor skills of the trainer, virtual reality environment, digital game-based learning and m-learning. It is vital for us to understand how different applications of online learning can be matched with the skill areas we intend to train.

Details of the six (6) categories are as follows:

NO	CATEGORY	DESCRIPTION
1	Offline computer-based e-learning	Learning activities are done through personal computer or laptop without using the internet connection. The delivery method of the learning materials can be done either offline through compact disc, digital video disks or USB memory stick, or online through the network connection noting that the ongoing learning activities do not depend on this connection.
2	Online and local area network-based e-learning	Learning activities fully depend on the internet and intranet networks. The network connection used follows the internet protocol and transmission control protocol to deliver the e-learning materials to the students.
3	Psychomotor skills trainer	E-learning is used to train good motor coordination skills and techniques in education, such as learning the correct ways of handling the instruments of tools.
4	Virtual reality environment	A real or artificial environment is generated on the computer, enabling the user to interact with the external environment.
5	Digital game-based learning	Learning application uses the principle of games and mechanics in non-game contexts to encourage students to complete the given tasks and improve their enthusiasm, attitude, and understanding.
6	Mobile-learning	An e-learning intervention uses the mobile platform such as mobile phone or tablet to deliver the educational materials.

Based on the above descriptions, generally e-learning can be divided into two (2) categories where the first category emphasises on the offline tools that have been developed into audio and visual materials, including audio cassettes, video tapes with books and notes.

The second category of online learning emphasises on the online interaction between the trainer and trainees that mimics “real life learning experience” using technology. Such experience is needed when the skill area needs immediate guidance and feedback from the trainer in order to ensure learning outcome is achieved.

## How Should HRDF Registered Employers Need to change?

Based on the HRDF Training Participation report year 2019, only 22% to 25% of employees were trained among HRDF registered employers. This situation shows that not every employee is given equal opportunity to be trained. One of the reasons is due to time constraint as 86.75% of HRDF registered employers are from Small and Medium Enterprises (SMEs). As such, it is vital that HRDF registered employers use online learning platforms to train their employees. In 2017, the Brandon Hall Group's HCM Outlook Survey found that e-learning could reduce employees' training time by 40% - 60%. Reducing training time means that workers can spend more time performing their primary role and companies' human resources department would be able to perform other tasks with reduced time for training planning.

Various industries hold the opportunity to adopt e-learning to train their employees effectively. Training is not a one-time event and not restricted to certain employees only. Thus, e-learning is a better option because a company needs to invest only once and these online training programs can be repeated to train any number of employees. Listed here are a few examples of how e-learning can help deliver effective training across various industries:

**The healthcare industry** has continuously used e-learning to train its professionals with relevant and effective materials and information such as on diseases, treatment methods, using new medical technology, and administering helpful drugs.

**Computer and IT professionals** use e-learning platforms to stay ahead of current technology curve and create tomorrow's technology through accessibility to new concepts and designs and also allows for professionals within the industry to collaborate with other computer and IT professionals around the world.

E-learning has helped the **retail industry** effectively instruct employees on the usage of inventory management software, coach them on security compliance, and discreetly inform employees on product changes while continuing to engage with customers.

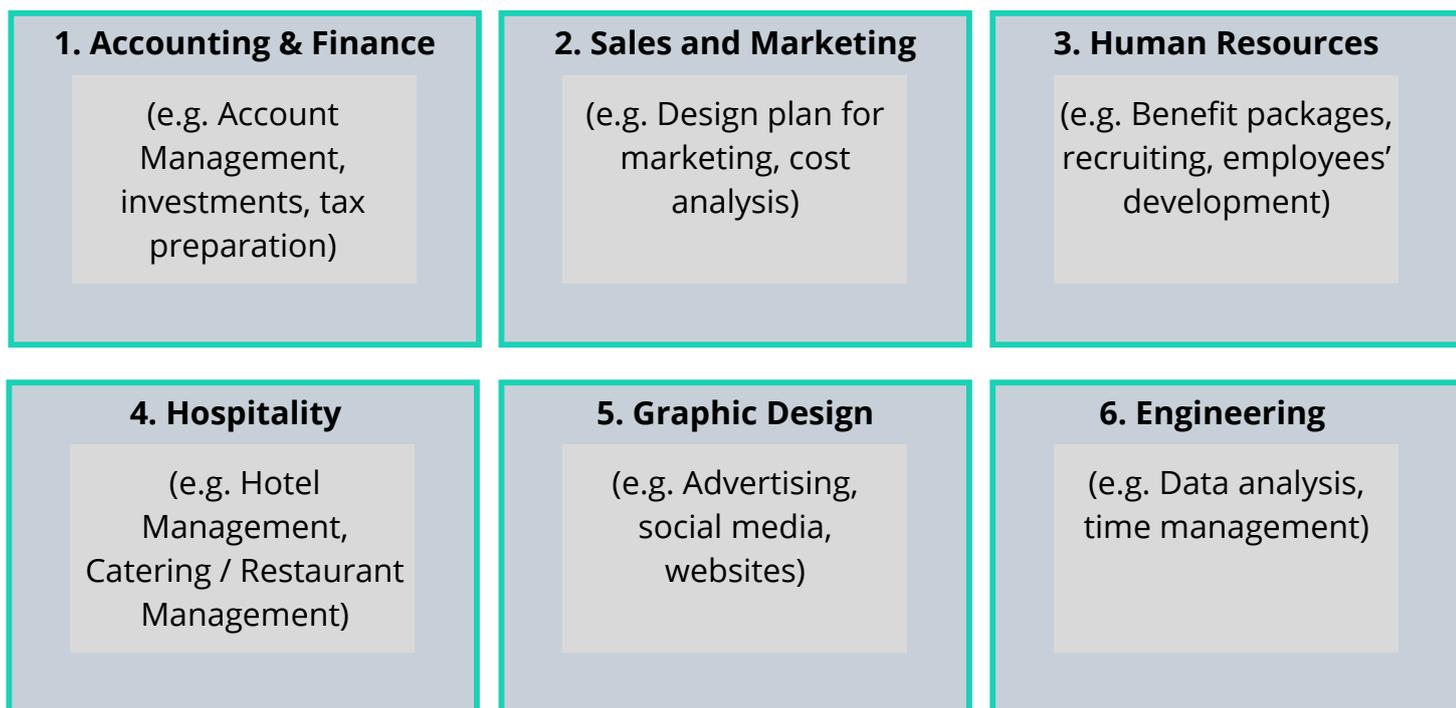
**Construction** is one of the fastest growing industries using e-learning due to the rising need for engineers and contractors to access information from external environments and remote locations. The complexity of the construction industry has increased due to architectural design changes, environmental considerations, government regulations, and national building codes.

## How Should Training Providers Change?

As e-learning becomes one of the popular practices for learning and coaching among trainees and trainers, the need to understand the trainees' perspective becomes vital. It is important to identify preferred areas for certain skills that is best transmitted online.

Based on HRDF internal data, it appears that supply and demand for this platform corresponds its wider use. The skills that are most in demand and increasingly popular on online education platforms among HRDF registered employers are i. Computer or Information and Technology, ii. Education or Training, and iii) Management and Strategic Management. This proves that the majority of jobs that rely on online training are those from the technology and business sector. These fields are facing a period of rapid change and experiencing a shortage of qualified professionals.

As HRDF registered employers are from a diverse nature of working environments, hopefully training providers can offer different types of training skills through online platforms. Among the other skills that can be delivered via online are as follows:



## CONCLUSION

E-learning can be part of an 'exit strategy' in learning and development that can be beneficial to all HRDF stakeholders during the COVID-19 and MCO period. The discussions show that there are various improvements and activities that need to be performed to fully gain the benefits of e-learning. Despite an increase in the number of e-learning applications, further studies on the application of e-learning in specific subsectors and skill areas are needed.